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ABSTRACT

This paper constitutes an effort to design an undergraduate certification program in bilingual education. The content and orientation of eight courses forming the instructional core of a teacher training program in bilingual education are discussed. The courses are divided into three groups, the first one concerning the foundations of bilingual/bicultural education. The second group addresses the cultural, historical and socioeconomic aspects of bilingual education. Teaching methodology is focused on in the third group. The prerequisites, objectives, content, format, and requirements of each course are outlined. The interdisciplinary courses that would be required for certification are also discussed. They range from linguistic courses (including psycholinguistics, sociolinguistics, and language acquisition) to courses in sociology, anthropology, educational psychology, and foreign languages. The objectives and organizational design of the required field-based experience are described, as well as the evaluation of the training program by the students. Sample program evaluation questionnaires and forms for performance appraisal of instructional assistants are included. (CLK)

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INSTRUCTIONAL DESIGN FOR

TEACHER TRAINING IN BILINGUAL EDUCATION

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These pages represent an effort on the part of a group of graduate students at the University of Illinois to identify the content and orientation of courses forming the instructional core of a teacher training program in bilingual education. Therefore, the suggested courses are not a substitute but an addition to other required courses in teacher training programs. Such addition, dealing directly and primarily with bilingual education, is preceded by a brief rationale and followed by a tentative evaluation design. It is our hope that bilingual educators will send us their comments and help us improve our instructional design.

The eight core courses of the program can be subdivided into three groups. The first group will include the foundations of bilingual bicultural education:

-- Introduction to Bilingual Bicultural Education
-- Issues and Problems in Bilingual Bicultural Education

These courses are intended to provide basic facts and concepts related to bilingual bicultural education. The student should be able to get a general view of the program and a sound base for subsequent work.

The second group of courses focuses on the cultural, historical, and socio-economic aspects of bilingual education:

-- Community-School Relations in a Bilingual Bicultural Setting
-- The Politics of Bilingual Education
-- Cultural Identity of the Spanish Speaking People in the USA

The purpose of the courses is to create an awareness of the particular characteristics of bilingual bicultural education in its several dimensions. Community-School relations will be analyzed extensively because of their relevance to the bilingual student and teacher. The course dealing with Politics of Bilingual Bicultural Education should provide valuable information regarding the structure of Federal and state legislation. The course on Cultural Identity will contribute to provide a deeper understanding of learning problems related to cultural issues.

The third group of courses focuses on methodology:

-- Methods of Teaching in Elementary Bilingual Education Programs
-- Curriculum and Materials for Bilingual Teaching
-- Bilingual Program Design

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These courses should provide some practical knowledge of classroom dynamics in bilingual education.

As an integral part of a teacher training program, field-based experience is discussed as a means to provide potential teachers with greater insights on their own strengths and weaknesses.

This paper represents an effort to design an undergraduate certification program in bilingual education. We have chosen to describe in detail only those courses that deal with bilingual education per se, rather than other required courses usually offered in Linguistics, Anthropology, Sociology or Psychology.

The nature and meaning of a teacher training program is contingent upon the ideology and fundamental assumptions behind program curriculum. Teacher training models may not only reflect particular conceptions of teachers' and students' roles, or of school functions, or school-community relationships, but they may also emphasize specific expected competencies, institutional control, and sociocultural biases rationalized via current theoretical approaches to educational philosophy. Most frequently, programs simply represent a compromise between school impotence and its ideological ambitions, and between genuine scholarly endeavors and politically expedient novelties. Bilingual education is becoming of age, and its well grounded theoretical foundations can stand scrutiny and rigorous evaluation; but the application of whatever systematic knowledge we have gathered on bilingual education to teacher training programs suffers of the same ambiguity, conceptional and practical, that all teacher training programs display. We do not have adequate theoretical and methodological instruments to assess the success of a teacher training program, and we are bound to treat curriculum in a pragmatic fashion as if curricular structure caused trainees to become good teachers. In other words, the theoretical substance of curriculum is conceived as if curriculum alone was a major determinant of program success, or at least a concommitant causal factor in the preparation of "good" bilingual teachers. Of course we cannot ignore that a program has many other important integral parts which require analysis and evaluation. There are, among others, the following:

1. Planning. Vertical & horizontal representation of the institution's and community's concerned members; appropriate and logical planning.

2. Curricular Structure. Interdisciplinary, adequate, relevant, and meaningfully cohesive. Most of the paper will deal with this aspect.

3. Institutional Capabilities and Support. It is not enough to know that there are resources available at an institution, but that there is a firm determination to make them accessible to concerned faculty and students: staff, library, etc., etc.

4. Governance and Administration. Type of funding, fiscal controls and coordination; academic affiliation and integration into the institution's vital units.

5. Fieldbased Experiences. The nature of the practice and contact with the children and the community, as well as the supervision of students' performance will also be discussed as part of this paper, as a part of the curriculum.

6. Objectives. Measureable, realistic, adequate and closely related with the curricular and fieldbased activities of the program.

7. Learning Environment and Ideological Orientation. Types of informal stimula for growing intellectually and increasing own capacities; clearly motivated organized academic activities that take place regularly and consistently.

8. Evaluation Design. Ongoing process of monitoring program effective functioning through clear distribution of work and procedures to check quality control of faculty and students' performance.

It is also obvious that the leadership of a program director, or "catalyser," will bring about all of the above, plus the intangible but very important cohesiveness or esprit de corps of students in the program, their feeling, self-confident, respected, competent, appreciated and cared for. The recruitment process, student selection criteria and proper advising are intimately related to the overall academic atmosphere, sense of commitment with open enthusiasm to learn, and develop a field. The list is endless, and the relationship between the various aspects of a program is undeniable. Thus, for example, a poor curriculum is often ill-planned, carried by incompetent or insufficient staff in a rather disorganized way, with unclear, unrealistic or inadequate objectives, often imposed in an academic atmosphere of irrelevant, superficial and undesirable curricular activities.

With these preliminary ideas in mind, we will now move on to our discussion of a model of curriculum for a teacher training program, at the undergraduate level, presumably for certification in Bilingual Bicultural Education Elementary School Programs.

I. CORE COURSES OF BILINGUAL EDUCATION PROPER

A. List and Description of Core Courses

CORE COURSES FOR A CERTIFICATION TEACHER TRAINING PROGRAM IN BILINGUAL BICULTURAL EDUCATION

	Linguistics	Bil-Bic. Educ. Proper	Sociology-Anthropology	Educational Psychology, Elementary or Secondary Education	Language Instruction
First Year	*Introd. to Linguistics	1. Introduction to Bil. - Bic. Education	*Introd. to the social sciences		
Second Year	*Introd. to Psycholing.	2. Community-school relations 3. The politics of Bil.-Bic. Education	4. Cultural Identity	*Child Development	
Third Year	*Socioling. for the bil. bic. teacher *First and Second lang. Acquisition	5. Issues on Bil.-Bic. Ed. 6. Teaching meth. for the bil.-bic. classroom *Teaching of reading for the bil.-bic. educator	*Cross-cultural studies	*Fundamentals of Reading Techniques *The education of ethnic minorities	*Hispano-American literature *Chicano & P. Rican literature
Fourth Year	*Contrastive Analysis	7. Curriculum develop. & materials for the bil.-bic. classroom 8. Program development	*Latin-American culture and civilization *Mexican-American & P. Rican culture (emphasis on the literature, music & arts)	*Testing and measurements for achievement of minority children	

*Required courses to be provided by other units. Courses 1. through 8. will be described below.

COURSE 1. INTRODUCTION TO BILINGUAL BICULTURAL EDUCATION

PREREQUISITE: Freshman or sophomore standing

OBJECTIVES:

--The student will become acquainted with the concept of bilingual/bicultural education.
--The student will be able to place bilingual/bicultural education in its proper historical perspective.
--The student will be able to justify the concept of bilingual/bicultural education.
--The student will understand the political and social nature of bilingual/bicultural education.
--The student will know the content of bilingual/bicultural legislation.

CONTENT:

1 week --the history of bilingual/bicultural education: a world perspective
2 weeks--the history of bilingual/bicultural education in the U.S.
3 weeks--rationale for bilingual/bicultural education
2 weeks--current bilingual/bicultural legislation
2 weeks--the status of bilingual/bicultural education in the U.S. today
5 weeks--political and social aspects of bilingual/bicultural education

TYPE OF COURSE: Lecture-Discussion

REQUIREMENTS:

--course will meet for 15 weeks 3 days per week for 3 credit hours
--assigned readings to be completed prior to class
--emphasis on discussion during class with participation required
--written mid-term and final exams
--grade will be based on class participation, mid-term, and final

SOURCES:

Andersson, Theodore and Mildred Boyer. Bilingual Schooling in the United States, Vol. I and II. Austin, Tex.: Southwest Educational Development Laboratory. January 1970.

A Better Chance to Learn. U.S. Commission on Civil Rights Publication 51. May 1975.

Fishman, Joshua A. "The Status and Prospects of Bilingualism in the United States." The Modern Language Journal (49: 3, 143-155).

Gaarder, A Bruce. "The First Seventy-Six Bilingual Education Projects" in James E. Alatis (ed.), Bilingualism and Language Contact. (Monograph Series on Languages and Linguistics. 21st Annual Round Table, No. 23.) Washington, D.C.: Georgetown University Press. 1970.

Gefferet, Hannah, et al. The Current Status of U.S. Bilingual Education Legislation. Center for Applied Linguistics. May 1975.

Gonzalez, Josue M. "Coming of Age in Bilingual/Bicultural Education." Inequality in Education, No. 19. Cambridge, Mass.: Harvard University Center for Law and Education. February 1975.

Lewis, E. Glyn. Multilingualism in the Soviet Union. The Hague: Mouton. 1972.

COURSE 2. COMMUNITY-SCHOOL RELATIONS IN A BILINGUAL/BICULTURAL SETTING

PREREQUISITE: Senior standing; fourth year in bilingual/bicultural education program

OBJECTIVES:

--The student will develop an awareness of the importance of parental and community involvement for promoting the child's successful integration to his/her school environment.
--The student will acquire skills to facilitate contacts and interaction between school personnel and parents.
--The student will acquire skills in community analysis.
--The student will be able to enhance the parents' roles, functions, and responsibilities in the school and community.
--The student will be able to plan for and provide for the direct participation of the learner's family in the instructional programs and activities of the school.

CONTENT:

--the role of the local community in a bilingual/bicultural education program
--the relationship between the bilingual/bicultural school and/or classroom(s) and the community's parents
--the tools of community analysis: techniques of interviewing, population distribution, housing, health services, education
--facilitating interaction between school personnel and parents
--the acquisition of local culturally relevant materials and resources for the curriculum and instructional activities
--an attempt to answer or at least consider the following questions:

1. How do you identify an independent community group that truly represents the parents of the minority language children?
2. How do you free community leaders and parents to provide the vast resources they represent from their everyday responsibilities?
3. How do you establish an atmosphere for cooperation between those implementing a program and school administrators?
4. How do you recognize the genuine power structure in a community?
5. How do you facilitate strong community participation in educational experiences that will give them the information upon which to make valid decisions concerning school affairs?
6. Both the academics and the local lay persons must develop interpersonal communication skills in order to effectively cooperate--now can this be done?

REQUIREMENTS; TYPE OR CLASS:

Students will meet four hours per week and earn four credit hours. The hours will be divided between class sessions and lab session. In class sessions, students will be required to participate in discussions, role play with class members and others, and develop plans to deal with problems in this area of study. In lab sessions, students will conduct interviews, take surveys, and talk to parents and children outside the university.

SOURCES:

Hughes, Marie M. "Community Components in Teacher Education." Storrs, Conn.: Connecticut University, National Leadership Institute--Teacher Education/Early Childhood. November 1971.

Lazarsfeld and Rosenberg, ed. The Language of Social Research.

Littrell, Donald W. The Theory and Practice of Community Development: A Guide for Practitioners. Columbia, Mo.: University of Missouri. 1970.

Monroe, George E. Report of an Urban Education Experiment: Problems and Promise, Part I. Project Development. Supplement to Final Report of the 5th Cycle Teacher Corps Project. Chicago: University of Illinois Circle Campus. August 1972.

Spindler, George, and Louise Spindler (eds.) Case Studies in Education and Culture. New York: Holt, Rinehart and Winston, Inc.

Especially see the following case studies in the above series:
Wolcott, Henry F. A Kwakiutl Village and School.
Singleton, John. Nichu: A Japanese School. (particularly ch. 4 & 5)

Good, William J. and P. K. Hatt. Methods in Social Research. McGraw-Hill, New York. 1952.

COURSE 3. THE POLITICS OF BILINGUAL EDUCATION

PREREQUISITE: Sophomore standing

OBJECTIVE:

To provide for the student a general knowledge of what political mechanisms have provided for the support of Bilingual Education.

CONTENT:

1. Survey of legal documents which justify Bilingual Education.
   a. Historical evolution of the legislation.
   b. Development of the National Advisory Council.
   c. Present status of Bilingual Education legislation.
   d. Relevant Federal Court Decisions: Law v. Nichols, Serna v. Portales and others.

   Readings:
   The Current Status of U.S. Bilingual Education Legislation
   Bilingual Education Series No. 4
   Center for Applied Linguistics (primarily from p. 2 to p. 35)
   Annual Report National Advisory Council on Bilingual Education
   (Ch. II. IV, V, VI, VII)

   Time for first part: 8 weeks

2. Federal programs in Bilingual Education
   a. Federal activities. Office of Bilingual Education (OBE). Planning, budget, and data gathering activities.
   b. Analysis of relevant issues in the Bilingual Education Act.
      --Subpart B: Basic Programs of Bilingual Education.
      --Subpart C: Support Services for Programs of Bilingual Education.
      --Subpart D: Training Programs.
      --Subpart E: Fellowships for preparation of Teacher Trainers.
      --Subpart F: Coordination of Technical Assistance by States Educational Agencies.
      --Subpart G: Research and Demonstration Projects.

   Readings: Annual Report National Advisory Council on Bilingual Education 1975, Ch. IX. Department of Health, Education, and Welfare; Office of Education: Bilingual Education; Part II. Selected readings.

   Time for the second part: 7 weeks.

TYPE OF COURSE: Lectures and class discussions

REQUIREMENTS:

Assigned readings; class participation; one term paper; one mid-term; one final or take-home exam. Grading: 20% term paper; examinations will be worth 40% each.

SOURCES:

Department of Health, Education and Welfare, 1976. Bilingual Education Part II: Proposed Regulations. Federal Register.

Geffert, Hannah N., et al, 1975. The Current Status of U.S. Bilingual Education Legislation. Papers in Applied Linguistics, Bilingual Education Series No. 4. Center for Applied Linguistics, Arlington, Virginia.

National Advisory Council on Bilingual Education, 1975. Bilingual Education: Quality Education for All Children. Annual Report, Washington, D.C.

COURSE 4. CULTURAL IDENTITY OF THE SPANISH-SPEAKING PEOPLE IN THE U.S.A.

PREREQUISITES: Sophomore standing

OBJECTIVE: Analyze the principle characteristics of the Spanish-speaking people residing in this country; their distribution, culture, and education.

CONTENT:

1. Ethnohistory of the Spanish-speaking community in the U.S.A.
   a. Introduction to the parent culture of the Spanish-speaking people. Mexico, Puerto Rico, Latin America in general. Historical outline past and present.
   b. Ethnoidentity of the Spanish-speaking people. Who are they. Where are they.
   c. Demographic, geographic, and economical distribution.
   Readings: Grebler, et al., 1970: Ch. 2, 4, 5, 6, 9, 22.
   Andersson and Boyer, Vol. II, 1970: 21-56.

   Time for the first part--4 weeks.

2. Cultural characteristics of Spanish-speaking communities in the U.S.A.
   a. Cultural and intellectual profile of the Spanish-speaking residents. Brief recollection of important facts from prior to the discovery to present time. Outline of the artistic traditions and values.
   b. The migration from Mexico in 1910, its impact in the cultural and socioeconomic structure of the southwestern states.
   c. Separation and segregation of the Spanish-speaking minorities.

   Readings: Padilla R. "El Grito": 3-43.
   Romano O. 1973: 164-178.
   Trueba H. Mimeographs.
   Servin M. 1970: Ch. 2.
   Acuna R. 1972: Ch. 1, 6.
   Seda B. 1970: selected readings.

   Time for the second part--6 weeks.

3. Educational history of Spanish-speaking people in the U.S.A.
   a. The educational framework of the Spanish-speaking people through a short historical review.
   b. The theory of cultural deprivation and exclusion.
   c. Separation and Isolation.
   d. Relationship between school and community.

   Readings: Madsen W. 1973: Ch. 2.
   Carter T. 1970: Ch. 1, 2, 3, 4.
   Lucas I. 1971: selected readings.
   U.S. Commission on Civil Rights Reports I, II, III, IV, V.

   Time for the third part--5 weeks.

TYPE OF COURSE: Lectures and class discussions. The instructor should prepare carefully the lectures which will cover material not listed in the bibliography.

REQUIREMENTS: Assigned readings; class participation; one mid-term, one final. The grading will be distributed in this way: 20% of the grade in class participation. The two exams will get 40% of the grade each.

SOURCES:

Acuna, Rodolfo. 1972. Occupied America: The Chicano's Struggle Toward Liberation. San Francisco: Canfield Press.

Andersson, Theodore and Mildred Boyer. 1970. Bilingual Schooling in the United States. Austin: Southwest Educational Development Laboratory.

Carter, Thomas P. 1970. Mexican Americans in School: A History of Educational Neglect. New York: College Entrance Examination Board.

Grebler, Leo, Joan W. Moore, and Ralph C. Guzman. 1970. The Mexican-American People: The Second Largest Minority. New York: Free Press.

Madsen, William. 1964. Mexican-Americans of South Texas. New York: Holt, Rinehart and Winston.

Maldonado, Denis M. 1969. Puerto Rico: Una Interpretacion Politico Social. Mexico: Ed. Siglo XXI.

Romano, Octavio I. 1973. Voices: Readings from El Grito. Berkeley: Quinto Sol Publications.

Seda, Bonilla E. 1970. Requiem por una Cultura. Puerto Rico: Ed. Edil.

Servin, Manuel P. 1970. The Mexican-Americans: An awakening minority. Beverly Hills: Glencoe Press.

Trueba, Henry. 1975. "Comments on Culture." Proceedings for the Second National Conference of EPDA Bilingual Education Project Directors; Albuquerque, New Mexico: Center for Applied Linguistics. Pp. 43-45.

Trueba, Henry. 1976. "Issues and Problems in Bilingual Bicultural Education," Journal of NABE, Sept. 1976.

U.S. Commission on Civil Rights

1971. Mexican American Educational Series. Report I: Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest.

1971. Report II: The Unfinished Education.

1972. Report III: The Excluded Student: Educational Practices Affecting Mexican Americans in the Southwest.

1972. Report IV: Mexican American Education in Texas: A Function of Wealth.

1973. Report V: Teachers and Students: Differences in Teacher Interaction with Mexican American and Anglo Students. U.S. Government Printing Office, Washington, D.C.

COURSE 5. ISSUES AND PROBLEMS IN BILINGUAL BICULTURAL EDUCATION

PREREQUISITE: Bilingual/Bicultural Education: An Introduction; junior standing

OBJECTIVES:

--The student will examine the philosophies of cultural pluralism and assimilation.
--The student will be able to recognize the types of bilingual/bicultural programs and evaluate them.
--The student will examine the objectives of bilingual/bicultural programs and formulate rational viewpoints on these objectives.
--The student will understand the concepts of language maintenance and language transfer.

CONTENT: A continuation of study of the areas in the introductory course with an emphasis on the issues and problems in bilingual/bicultural education:

--descriptions of the types of bilingual/bicultural programs.
--the nature of bilingual/bicultural education: rationale, objectives, and content.
--the concepts of language maintenance, language transfer.
--program selection and justification.
--the socio-political factors of pluralism and assimilation.

TYPE OF COURSE: Discussion; student presentations.

REQUIREMENTS:

--course will meet 3 days per week for 15 weeks for 3 credit hours.
--a number of critical reviews and essay papers on various topics discussed in the course.
--final exam or term paper.

SOURCES:

Cohen, Andrew. A Sociolinguistic Approach to Bilingual Education. Rowley, Mass.: Newbury House. 1975. Chapter 2, pp. 18-40.

Fishman, Joshua A. Language in Sociocultural Change. Stanford, Calif.: Stanford University Press. 1972. Chapters 2 & 3, pp. 16-75.

Fishman, Joshua A., and John Lovas. "Bilingual Education in Sociolinguistic Perspective." TESOL Quarterly. (4:3), pp. 215-222.

Kjolseth, Rolf. "Bilingual Education Programs in the United States: For Assimilation or Pluralism?" in P. Turner, ed. Bilingualism in the Southwest. Tucson: University of Arizona Press. 1973. pp. 3-27.

Leibowitz, Arnold H. Educational Policy and Political Acceptance: The Imposition of English as the Language of Instruction in American Schools. Washington, D.C.: Cal/ERIC. 1971. ED 047 321.

Lewis, E. Glyn. Linguistics and Second Language Pedagogy. The Hague: Mouton. 1974.

Mackey, William F. "A Typology of Bilingual Education" in T. Andersson and M. Boyer, eds. Bilingual Schooling in the United States, Vol. I & II. Austin, Texas: Southwest Educational Development Laboratory. January. 1970.

Trueba, Henry. "Bilingual Bicultural Education: An Overview." In L. J. Rubin, ed., Handbook on Curriculum. Boston: Allyn and Bacon. 1975.
Trueba, Henry. "Issues and Problems in Bilingual Bicultural Education Today." Urbana, ILL.: University of Illinois. M.D.
Ulibarri, Horacio. Bilingual Education: A Handbook for Educators. Albuquerque, N.M.: University of New Mexico College of Education. 1970.
Zintz, Miles V. What Classroom Teachers Should Know about Bilingual Education. Albuquerque, N.M.: University of New Mexico College of Education. 1969.

COURSE 6. METHODS OF TEACHING IN ELEMENTARY BILINGUAL EDUCATION PROGRAMS

PREREQUISITE: 3rd year college level

OBJECTIVES: To prepare teachers in methods and language of instruction (Spanish) for the following areas:
a. Science.
b. Social studies.
c. Mathematics.
d. Reading.

CONTENT: The courses in method of teaching will be four (4) to be taught at the beginning of the third year as part of a BLOCK of courses. The courses are: Methods of Teaching Science in the El. Levels.
Methods of Teaching Social Studies in the El. School.
Methods of Teaching Math at the Elementary Level.
Effective Teaching of Reading.

REQUISITES:

The student will spend a 2-week period of extensive lectures and discussions on the materials required for the course. The next period of 9 weeks will be spent in a bilingual setting in which it is possible to practice all the methods of instruction studied in the first 2 weeks.

Evaluation is based on a written exam taken at the end of the first two weeks, and an extensive evaluation of the supervising teacher at the school in which the field work is done.

Time chart is attached to determine no. of hours.

SOURCES:

A. Methods of Teaching Science in the Elementary Levels.
Textbook: Teaching of Science, A Source Book, by Elizabeth H. Howe, Alexander Jouph, and Edward Victor. 1971.

B. Methods of Teaching Social Sciences in the Elementary School.
Textbook: Teaching Social Studies in the Elementary School, by John Lee. R. 1974.

C. Effective Teaching of Reading.
Textbook: Effective Teaching of Reading, by Albert H. Harris and Edward R. Spay. 1971.

NOTE: The Teaching of Reading should be taken as a course in itself and not in the block.

BILINGUAL FIELD EXPERIENCE

For each week on the time chart, please fill in the approximate number of hours spent in each activity. This must be completed in order that we can assess your hours spent in field experiences.

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Total
Classroom Observation							
Preparing classroom materials							
Assisting the teacher							
Playground or activity supervision							
Working with students one-on-one							
Working with small groups of students							
Conferences with teachers							
Classroom teaching (whole class)							
School related meetings							
Exploring and learning in the comminity							
Free time							
Other							
Other							
Other							

COURSE 7. CURRICULUM AND MATERIALS FOR BILINGUAL TEACHING

PREREQUISITES: 4th year college level or consent of instructor

OBJECTIVES OR GOALS:

1. To create an awareness of present commercial materials and publishers in Bilingual Education.
2. To assist the student in discriminating between acceptable and nonacceptable bilingual materials.
3. To give the student an awareness of the value of teacher-made materials.
4. To assist the student in compiling his/her own catalogue file.
5. To provide the student an opportunity to observe the use of bilingual education materials.

CONTENT:

The nature of the course is one that demands field experience, therefore the course is divided into a 2-week period of lectures and discussions, and a 9-week period of field work.

In the 9-week period the student will do the following:

1. Prepare from the catalogues and other sources a list of materials for own use as a bilingual education teacher.
2. Prepare a poster for classroom use or other teaching aide. This must be hand-made. Give a brief rationale for the subject prepared and level in which this poster can be used.
3. Draw lesson plans.
4. Prepare critiques of readers and other materials used in the school in which they are doing their experience.

REQUISITES:

The student will read all materials assigned, complete all the items mentioned in the course content. The evaluation will be based on the quality of work demonstrated in the posters, lesson plans, etc. plus a written critique on the curriculum and materials used at the institution where the student is doing the experience.

SOURCES:

Sanchez, George. 1959. Materials Relating to the Education of Spanish-speaking people in the United States.

Blatt, Gloria. 1968. The Mexican-American in Children Literature.

Cordova, H. L. and F. Rivera. 1970. Curriculum and Materials for Bilingual Bicultural Education. Nat. El Principal. 50:56-61.

Fernandez, R. M. 1974. Staffing, Instructional Materials, and Bilingual-bicultural Education. A Material Acquisition Project. San Diego, Calif.

COURSE 8. BILINGUAL PROGRAM DESIGN

PREREQUISITE: 4th year college level or consent of instructor

OBJECTIVES:

--To explain to the bilingual teacher existing regulations and guidelines.
--To acquaint the bilingual teacher with the resource centers.
--To instruct the bilingual teacher in the structure and development of a bilingual bicultural program

CONTENT: The course will include lectures, reading assignments and discussions on the following topics:

--State and Federal bilingual program guidelines.
--Bilingual bicultural programs overview (local and national).
--Legislative enactments.
--Migrants programs.
--Resource Centers' Services provided, (local and national).

DESCRIPTION: A detailed study of the structure and design of Spanish-English bilingual bicultural programs in the United States.

REQUISITES:

The student will attend all lectures, read and summarize all articles and literature assigned, and design a program to meet the guidelines discussed.

A grade will be based on the summaries, class participation, two tests and the program designed.

SOURCES: Because of the nature of the course, the materials used will be determined by the instructor. They will include the following:

--Title VII Laws, Government Documents and Regulations.
--Illinois Migrant Program Guidelines.
--Guideline for the Preparation and Certification of Teachers of Bilingual Education.
--Proposals and designs of existing programs will be provided by the instructor.

B. Interdisciplinary Courses for a Certification Teacher Training Program in Bilingual Bicultural Education

Linguistics

Introduction to Linguistics: Ling. 200, Elements of Linguistics, and Ling. 225, Elements of Psycholinguistics
First and second language acquisition; Ling. 429, Second Language acquisition and Bilingualism
Contrastive Analysis
Sociolinguistics; Linguistics 350

Sociology

Sociology of Poverty; Sociology 206, or other introductory level courses, such as Sociology 225, Racial and Cultural Minorities.

Anthropology

Introduction to Cultural Anthropology, such as Anth. 103 and Culture History of Hispanoamerican countries, Cross-cultural Studies.

Educational Psychology, Educational Policy Studies, Sec. or Elem. Ed.

Child Development, The Education of Linguistic Minorities, Testing and Measurements for Ethnic Children's achievement. Methods of Teaching Reading and the Reading Process. (Such as Ed. Psych. 211, 236, El. Ed. 336, Sec. Ed. 336, etc.)

Foreign Languages

Hispanic, Chicano, Puerto Rican, Cuban Literatures.

Existing courses, such as those listed above should be redesigned to include the interests of bilingual education students.

II. FIELD BASED EXPERIENCE

A. Rationale

This experience will give the potential teacher first hand knowledge of the type of people with whom he or she will later be professionally involved, and full understanding of the child's cultural environment. The field work experience in a bilingual-bicultural educational setting will provide the potential teacher with the opportunity to become acquainted with the practice of Bilingual-Bicultural education in the classroom.

B. Objectives

The objectives of the field based experience are:

1. to familiarize the teacher with the bilingual community.
2. To test his/her capabilities to operate effectively in the bilingual classroom.

C. Organizational Design

It would be advisable to have a preceding or concomitant instructional frame (teaching methods, etc.) to accompany the field work experience.

1. The setting

An appropriate setting would consist of a school district in a surrounding ethnic community where the student at the junior level could live for a period of 6 to 8 weeks and work in a bilingual-bicultural education program at the elementary level. The setting should provide an overall congenial relationship between the institution of higher education, the community, and the school district (teachers, principals, etc.).

2. Supervision

General supervision of students will be the responsibility of an instructional faculty residing in the community. Immediate supervision for the classroom activities will be the responsibility of the classroom teacher who will be assisted by the student.

3. Description of the experiences

The student will live with a family in the community and learn about its sociocultural characteristics. The student will work in the Elementary Education Bilingual Program as a teacher aide and will be involved in all aspects of teaching. The student will be able to:

a. observe classrooms

b. help to prepare classroom materials

c. assist the teacher in miscellaneous activities

d. supervise pupils' activities

e. work with pupils on an individual basis, or with small groups

f. attend conferences with teachers

g. observe parent-teacher meetings, etc.

D. Evaluation

After completion of the field work experience the student will be evaluated by

1. the supervisor, IHE faculty, and
2. the classroom instructor (see attached sample form).

THE INSTRUCTIONAL ASSISTANT

PERFORMANCE APPRAISAL AND PROGRESS REPORT FOR

BILINGUAL FIELD EXPERIENCE

The Department of Educational Field Experiences of Western Illinois University is attempting to evaluate the effectiveness of the instructional assistant in the classroom. Would you please assist us by responding to the items below.

Name of Student _____ Date _____

School _____ Supervising Teacher _____

Grade or Subject _____

The Instructional Assistant has demonstrated ability:	Excellent	Good	Fair	Marginal
in the use of media equipment such as films, filmstrips, T.V. tapes, projectors, transparencies, bulletin boards	____	____	____	____
in the proper use of Bilingual Education audiovisual materials	____	____	____	____
in the use of duplication equipment	____	____	____	____
in the administration & Scoring of Bilingual Program assessment instruction	____	____	____	____
in effective classroom management principles	____	____	____	____
in carrying out routine classroom responsibilities	____	____	____	____
to develop both language & culture related lessons	____	____	____	____
to learn and to use students names quickly	____	____	____	____
to communicate effectively in Spanish with the children	____	____	____	____
in tutoring students	____	____	____	____
in planning and preparing a lesson				
choosing appropriate Bilingual/Bicultural content	____	____	____	____
stating appropriate objectives	____	____	____	____
in conducting a discussion with a small group	____	____	____	____
with a large group	____	____	____	____

in teaching a lesson				
pacing appropriately for level of student	____	____	____	____
allowing for individual differences	____	____	____	____
Other (Please add significant abilities)				
_____	____	____	____	____
_____	____	____	____	____

The Instructional Assistant:	Excellent	Good	Fair	Marginal
can relate to faculty and administration	____	____	____	____
demonstrates initiative and resourcefulness	____	____	____	____
can see things to do in the classroom and is alert without having to be directed	____	____	____	____
possesses adequate knowledge of present Bilingual curriculum materials	____	____	____	____
possesses personal characteristics needed for teaching	____	____	____	____
is accepted by the students	____	____	____	____
has an adequate understanding of the Spanish speaking community structure	____	____	____	____
has a sense of humor	____	____	____	____
is prompt in fulfilling his duties	____	____	____	____
is functional in the dialectology of the Spanish speaking school population	____	____	____	____
is enthusiastic and cooperative	____	____	____	____
is flexible and adaptable	____	____	____	____
demonstrates an understanding and sensitivity to culture and language of the bilingual child	____	____	____	____
demonstrates confidence and poise	____	____	____	____
is sensitive, patient, and understanding	____	____	____	____
is dependable in his assignments	____	____	____	____
has a positive professional attitude	____	____	____	____

Other (please add significant characteristics)

_____ ____ ____ ____ ____

_____ ____ ____ ____ ____

My estimate of his probable success in student teaching is:

Excellent Good Fair Marginal Failure

My suggested grade for this field experience is: A B C D F

General comments concerning student: _____

_____

_____

General comments concerning the Bilingual Block Program: _____

_____

_____

_____

_____

Supervising Teacher's Signature

Evaluation

Evaluative processes must deal with fundamental issues and problems affecting school and community. Particular evaluations should follow the identification of the basic strengths and weaknesses of a program.

Methodology

This model is based on "Stake's Matrix" (R. Stake, 1967). The basic layout structured in the matrix model will be limited to the area covered by the purpose of the program.

INTENTS	OBSERVATIONS	STANDARDS	JUDGMENTS
	ANTECEDENTS		
Knowledge and competencies imparted to students through the 8 courses.	Questionnaire on knowledge.	Compare syllabus staff courses	
	TRANSACTIONS		
Knowledge should be relevant and applicable	Questionnaire on relevancy. Applicability to student-teacher and teachers	OUTCOMES	

DESCRIPTION MATRIX JUDGMENT MATRIX

References:

Stake, Robert E., 1967 The Countenance of Educational Evaluation. Teachers College Record, 68 (7).

The extension of the evaluation will include the eight core courses subdivided into three groups: introductory, cultural, methods.

The specific evaluation format will be as follows:

1. Knowledge: (Teacher trainees)	- Introduction - Cultural - Methodology
2. Relevancy of that knowledge: (Teacher trainees)	- Introduction - Cultural - Methodology
3. Relevancy of knowledge: (Teachers)	- Introduction - Cultural - Methodology

Questionnaire format will be of the rating scale type (EPIE, 1969: 12). Two main categories will be used:

1. What kind of knowledge (Objective). Type A.

2. Is knowledge relevant (Subjective). Type B.

Ideally a whole series of questionnaires of one given category (A_1, A_2, A_3, etc.) could provide enough cross-sectional information to obtain data with a minimum bias.

References:

EDUCATIONAL PRODUCTS INFORMATION EXCHANGE (EPIE) INSTITUTE
1969 Educational Product Report. Information Supplement #5: 12.

QUESTIONNAIRE A_1*

Explanation of numbers: 1 = not at all
2 = somewhat
3 = for the most part
4 = completely

1. To what extent are you able to describe the difference between bilingual education and bilingual/bicultural education?

   1. 2. 3. 4.

2. To what extent were the skills of community analysis discussed and practiced?

3. To what extent do you feel confident in the area of interpersonal communication?

4. To what extent do you feel competent in the application of various teaching methods in a classroom?

5. To what extent were you made aware of existing legislation in the field of b/b education?

6. To what extent do you understand how Federal money can be secured for b/b programs?

7. To what extent do you feel capable of identifying group(s) that truly represent the parents of minority language children.

8. To what extent are you able to express the concept of b/b education?

9. To what extent were the various types of b/b education covered in your classes?

10. To what extent do you have some idea of how to involve parents in the b/b program?

11. To what extent are you confident about your knowledge and understanding of the minority culture?

12. To what extent do you think you are aware of materials for the b/b classroom?

13. To what extent would you feel comfortable constructing a b/b program?

14. To what extent do you feel confident about dealing with problems inherent in community involvement in a b/b program?

15. To what extent could you explain the Federal government's commitment to b/b education?

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* Questionnaires A_1, A_2, B_1, B_2 are less than adequate. They mean to give an example of areas to be explored.

To be given to students in the b/b teacher training program upon completion of the eight core courses.

QUESTIONNAIRE A_2*

How much of a concern was expressed in your classes through activities and assignments for the following topics:

1. the concept of bilingual/bicultural education?

none	a little	moderately	a great deal

2. analysis of a community?
3. interpersonal relations?
4. teaching methods for the b/b classroom?
5. current legislation concerning b/b education?
6. how to obtain Federal funds for a b/b program?
7. types of b/b programs?
8. how to recognize truly representative community groups?
9. the concept of b/b education?
10. the Federal government's commitment to b/b education?
11. the problems of community participation in a b/b school program?
12. how to develop a b/b program?
13. materials necessary for the b/b classroom?
14. knowledge and understanding of the minority target culture?
15. involvement of parents in a b/b program?

---

*To be used in addition to Questionnaire A_1 as a check for consistency in the response of students.

QUESTIONNAIRE B_1*

1. To what extent would knowing about how to deal with the problems of community involvement in a bilingual bicultural school program prepare you to teach in a bilingual bicultural classroom?

   not at all somewhat for the most part a great deal

2. To what extent would knowing about and having some understanding about the culture of the target minority prepare you to teach in a bilingual bicultural classroom?

3. To what extent would knowing about existing materials and creating materials for the bilingual bicultural classroom prepare you to teach in a bilingual classroom?

4. To what extent would knowing about current bilingual bicultural legislation prepare you to teach in a bilingual bicultural classroom?

5. To what extent would being able to recognize various types of bilingual bicultural programs prepare you to teach in a bilingual bicultural classroom?

Ten more questions can be added to this questionnaire by rewording the questions in Questionnaire A_1.

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*To be used for obtaining feedback concerning relevancy of knowledge acquired by students from the eight core courses.

QUESTIONNAIRE B_2*

1. How important, to you as a teacher, is knowing how to deal with the problems of community involvement in a bilingual bicultural school program?

   not at all somewhat moderately very

2. How important, to you as a teacher, is knowing about and having some understanding about the culture of the target minority?

3. How important, to you as a teacher, is knowing about existing materials and creating materials for the bilingual bicultural classroom?

4. How important, to you as a teacher, is knowing about current bilingual bicultural legislation?

5. How important, to you as a teacher, is the ability to recognize various types of bilingual bicultural programs?

Ten more questions can be added to this questionnaire by rewording the questions in Questionnaire A_1.

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*To be used for obtaining feedback from experienced teachers concerning relevancy of knowledge acquired from the eight core courses.